

**Southern Fulton School  
District  
New Teacher Induction Plan**

**Approved with Strategic Plan 2020**

## ***Philosophy***

Chapter 49, Title 22 of the Pennsylvania Code Section 49.16, provides authority for district induction programs: “Prior to June 1, 1987, each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers. All newly employed professional personnel with prior school teaching experience will be recruited by the school entity to participate in an induction plan.”

The Southern Fulton School District is committed to developing the best educational instructors in the Commonwealth of Pennsylvania. It is the goal of the district to recruit excellent teacher candidates to the Southern Fulton School District, provide them with master mentors and support the continued professional growth of the newly inducted teacher. Human resources are our most prized possession and it is the belief of the Southern Fulton School District to provide meaningful and relevant knowledge to teachers in order for them to help our students grow academically, socially and emotionally.

The Southern Fulton School District’s Induction Program includes a series of planned experiences and activities developed cooperatively by the mentor teacher, inductee and administrator which will increase the inductee’s knowledge and skills.

## ***Goals and Objectives***

The Southern Fulton School District Induction Program is developed to facilitate support for new teachers in the district following these objectives:

1. Develop a relationship between inductees, teachers, and administration.
2. Train mentors.
3. Build a knowledge base and understanding of essential resources, policies, and procedures.
4. Build a knowledge base and understanding of data driven effective instruction to improve district student performance.

## ***Responsibilities of the Mentor***

- Participate in mentor training and other in-service programs related to the induction process.
- Meet with the inductees, building principals and supervisor on a regular basis.
- Establish rapport as a support person.
- Assist inductees to identify most immediate and pressing needs.
- Assist with organization and classroom management.
- Suggest ways to plan for instruction.
- Observe teaching and provide feedback.
- Provide strategies to implement the district’s curriculum.
- Facilitate aspects of the teaching process.
- Suggest ways to communicate with parents.
- Serve as a sounding board and mentor on a regular basis.
- Provide activities to promote a positive self-concept in the new teacher at the classroom level, building level, and district level.
- Participate in peer visitation activities.
- Promote professionalism.
- Assist the evaluation of various aspects of the teacher induction process.
- Complete necessary forms and submit in a timely fashion.

### ***Responsibilities of the Inductee***

- Meet with the mentor, building principals and supervisor on a regular basis.
- Interact with induction team members.
- Communicate needs to respective induction team members
- Make an effort to implement suggestions or recommendations made by induction team members.
- Document interactions with members of the induction team.
- Attend the Intermediate Unit New Teacher Orientation (if available and offered).
- Participate in inductee seminars and activities.
- Participate in two peer visitation opportunities.
- Promote professionalism.
- Assist in the evaluation of various aspects of the teacher induction process.
- Complete necessary forms and submit in a timely fashion.
- Attend a Southern Fulton School District Board Meeting (Introduction/Welcome).
- Create a portfolio by the end of 1<sup>st</sup> year at Southern Fulton School District.

### ***Responsibilities of the Building Administrators and Supervisor***

- Oversee the implementation and coordination of the teacher induction program at the building level.
- Be sensitive to the needs of the inductees.
- Promote a positive rapport among the faculty, the inductee, and mentor.
- Disseminate and explain information regarding building policies and procedures to the inductee.
- Guide the inductee to outside resources.
- Provide time where possible for the inductee and mentor to meet.
- Attend teacher induction seminars and activities.
- Promote professionalism.
- Facilitate peer visitation opportunities among beginning teachers, mentors, and other experienced teachers.
- Verify completion of the induction process.
- Assist in the evaluation of various aspects of the teacher induction process.

# ***Pennsylvania's Code of Professional Practice and Conduct for Educators***

## **Section 1. Mission**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

## **Section 2. Introduction**

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

## **Section 3. Purpose**

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

## **Section 4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

- (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
- (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

## **Section 5. Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

## **Section 6. Legal obligations**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

### **Section 7. Certification**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

### **Section 8. Civil Rights**

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **Section 9. Improper personal or financial gain**

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

### **Section 10. Relationships with students**

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

### **Section 11. Professional relationships**

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

## **Mentor**

1. Qualifications:
  1. Tenure plus three (3) years professional service in the district.
  2. Demonstration of competency in the Four Domains: Planning and Preparation, Class Environment, Instructional Delivery, and Professionalism.
  3. Mentor training.
  4. Active participants in school and district functions.
  5. Positive attitude toward the teaching profession and toward district.
  6. Willingness to serve and support the new inductee.
2. Selection Procedure:
  1. Candidate shall submit a completed application to the District Office
  2. Compatible subject area and/or grade level and/or building level appropriate to the inductee.
  3. The administrative staff will screen applications as needed and work closely with the building Principals with respect to the recommendation and assignment of the support teachers.
  4. The administrative staff will recommend assignments of support teachers to the district Superintendent for approval.
  5. The School Board will review and move to hire.
3. Training of Mentor Teachers: The Mentor teachers will renew his/her knowledge with respect to the four domains of the Danielson Framework:
  1. *Planning and Preparation*
    - *Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the contents to be learned, their knowledge of students, and their instructional content.*
  2. *Classroom Environment*
    - *Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by routines and by setting clear expectations for student behavior.*
  3. *Instructional Delivery*
    - *Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies.*
  4. *Professionalism*
    - *Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.*
4. District mission and curriculum
5. District policies and procedures



## **Inductee**

1. Definition of Inductee:
  - a. New to the teaching profession or district. (This could include teachers who have substitute experience and who have been hired full-time by the district.)
2. Responsibilities of the New Teacher:
  1. Participate in district and building induction activities.
  2. Complete needs assessment.
  3. Communicate concerns and needs to mentor teacher and any other professional teacher.
  4. Practice helpful suggestions recommended by mentor.
  5. Complete Induction meetings as described in this plan. The mentor and inductee must hold a minimum of 2 meetings a month. The administrative team will hold monthly team meetings with mentors and inductees. Document on the appropriate form all meetings.
  6. Complete end-of-year program assessment forms correctly and submit on time.
3. Training of Inductee:
  - a. Attend a district Inductee Orientation Program prior to the opening day of school (if applicable).
    - In attendance will be the Superintendent or Assistant Superintendent, building Principals, support teachers (mentors), and inductees.
    - Building Principals/Assistant Principals will conduct individual building orientations.
    - A time frame at the end of the day is set aside for the mentor teacher and inductee to spend together in preparation for opening day. Specifically, this will involve organizing the classroom and materials, establishing classroom procedures, and affirmative techniques for classroom discipline.
    - Time will be provided so the Mentor and Mentee can meet to establish meeting time for:

Appointments, prior to school beginning, will be made by mentors to initially meet with their inductee.

The mentor teacher will meet on a regular basis with the inductee to review educational activities. Daily meetings are suggested for the first two weeks.
4. Inductees will be required to complete the following:
  - a. Observe his/her professional colleagues during instruction. This will be done a minimum of two times during the school year.
  - b. Reflect upon teaching strategies observed and collaborate with mentor regarding the observation
  - c. Provide time for mentor teacher to observe the classroom environment and provide feedback

## **Recognition**

1. Certificates of recognition (inductee and support teacher).
2. Support teachers shall be compensated as indicated in Southern Fulton Professional Collective Bargaining Agreement (CBA).

## **Assessment**

1. Assessment of the program will be conducted by the Southern Fulton School District Induction Committee at the end of the school year with input from the assessment forms of both the mentor teacher and the inductee. Examples of evidence includes: log of activities, the records kept by the Mentor (assessment forms, activities completed, meetings attended, etc.)

## ***Teacher Induction File***

The Southern Fulton Teacher Induction Program file shall contain these items but not limited to these items and be kept in the District Office:

1. All applications for Mentor Teacher positions.
2. List of all Inductees and Mentor Teachers assigned for a given year.
3. Copy of the Inductee and Mentor Teacher Log and Evaluation Forms after completion of year. A copy of this form shall also be placed in the Inductee's permanent personnel file with a letter indicating completion of Mentor Teacher assignment.
4. Verification of the inductee's compliance with the Code of Professional Practices and Conduct for Educators.

## ***Teacher Induction Plan***

RECORD KEEPING – Southern Fulton School District will maintain records of inductee activities. Completion of the program will be kept on file by the district. The Superintendent of Schools will complete a form stating that the inductee has completed the requirements of the Teacher Induction Program. One copy will be retained in the inductee's personnel file and another copy will be sent to the inductee and mentor. Copies of the record keeping forms are on the following pages.

NEEDS ASSESSMENT – At the beginning of the program, each inductee will complete a questionnaire to assess needs. This assessment will be used to provide help and support for the inductee.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT – The Teacher Induction Plan will include a study of the *Pennsylvania Code of Professional Practice and Conduct for teachers*.

RELATIONSHIP TO STUDENT LEARNING OUTCOMES – The Teacher Induction Program strives to aide and support the new teacher in providing opportunities and using strategies to encourage and enable all students to meet the student learning outcomes.

## ***Southern Fulton School District Teacher Induction Portfolio***

At the conclusion of the first year, the inductee will have created a portfolio that is a showcase of their work for the year, as well as the documentation for the Teacher Induction Plan, as indicated in this document. A list of items that must be included, but is not limited to include:

- Cover Sheet (Provided in the Teacher Induction Plan)
- Pennsylvania Standards (per each course)
- Course Syllabus
- Examples of student work
- Sample Lesson Plans
- Student Learning Objectives
- Reflections of individual choice (minimum of 10)
- Pre/Post Needs Assessment
- Professional Development Workshops/Sessions (Including college courses, IU courses, etc)

## Southern Fulton New Teacher Needs Assessment

This survey will serve to assist with the type of training that is needed to satisfy your present or anticipated job responsibilities. Please complete before your first meeting.

|                   |   |
|-------------------|---|
| Your options are: |   |
| Low Need          | I can demonstrate the skill; I do not feel that further training is necessary; or the skills is not appropriate in my current position. |
| Moderate Need     | I need awareness training that could help me become more familiar with the skill or topic.  |
| High Need         | I need proficiency training that could help me use the skill in an acceptable manner and under appropriate conditions.                  |

| <i>Place an x in the appropriate box.</i>          | Low Need | Moderate Need | High Need |
|--|----------|---------------|-----------|
| 1. Information on Community                        |          |               |           |
| 2. Information on School District                  |          |               |           |
| 3. Teacher Expectations                            |          |               |           |
| 4. Communication with Principal                    |          |               |           |
| 5. Communication with Teachers                     |          |               |           |
| 6. Communication with Parents                      |          |               |           |
| 7. Classroom Management                            |          |               |           |
| 8. Maintaining Student Discipline                  |          |               |           |
| 9. Obtaining Instructional Resources and Materials |          |               |           |
| 10. Planning for Instruction/Lesson Plans          |          |               |           |
| 11. Managing my Time and Work                      |          |               |           |
| 12. Diagnosing Student Needs                       |          |               |           |
| 13. Evaluating Student Progress                    |          |               |           |
| 14. Motivating Students                            |          |               |           |
| 15. Differentiated Instruction                     |          |               |           |
| 16. IDEA / IDEIA                                   |          |               |           |
| 17. Reading Strategies                             |          |               |           |
| 18. Assessments                                    |          |               |           |
| 19. Internet/Email                                 |          |               |           |
| 20. Technology                                     |          |               |           |
| 21. Learning Styles                                |          |               |           |

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| 22. Rubrics  |  |  |  |
| 23. Checklists   |  |  |  |
| 24. Portfolios   |  |  |  |
| 25. Safe Crisis Management                                     |  |  |  |
| 26. Safe2Say   |  |  |  |
| 27. Class Advisor/Fundraising                                  |  |  |  |
| 28. SFSD Curriculum  |  |  |  |
| 29. Administrative Paperwork                                   |  |  |  |
| 30. Grouping and Effective Instruction                         |  |  |  |
| 31. Administering Standardized Tests                           |  |  |  |
| 32. Teacher Evaluation (PAETEP)                                |  |  |  |
| 33. Legal Right and Responsibilities                           |  |  |  |
| 34. Dealing with Stress  |  |  |  |
| 35. Union Related Issues                                       |  |  |  |
| 36. Awareness of Special Services provided by SFSD to students |  |  |  |
| 37. Understanding the Chain of Command                         |  |  |  |
| 38. Understanding the Building Layout                          |  |  |  |
| 39. Understanding the District Layout                          |  |  |  |

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

## Southern Fulton Teacher Induction Monthly Teacher Induction Report

|                   |                      |
|-------------------|----------------------|
| Mentor:           | Inductee:            |
| Mentor Signature: | Inductee Signature:  |
| Building:         | Month:               |
| Date Submitted:   | Date Received (DO):  |
| Principal:        | Principal Signature: |

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| Topics Discussed: |  |
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| Comments:         |  |
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## Southern Fulton Teacher Induction Completion Checklist

To be completed by the Mentor - Due with Professional Portfolio

|  |  |
|--|--|
| Mentor:  | Inductee:                              |
| Activities   | Dates of Participation                 |
| District Orientation Session   |  |
| Topics in Student Services   |  |
| Conferencing with Parents Workshop   |  |
| Special Topics in Curriculum and Instruction   |  |
| Professional Portfolios Mid-Year Workshop  |  |
| Monthly Report to Principals/District Office   | Sept Oct Nov Dec Jan Feb Mar April May |
| Peer Observations (2)<br>1. Name, School, Date<br>2. Name, School, Date  | 1.<br><br>2.                           |
| Off-Site Workshop/Conference (Topic, Date)   | Topic:<br>Date:                        |
| Professional Portfolio Submitted   | Date:                                  |
| This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program. |  |

|                             |       |
|-----------------------------|-------|
| Superintendent's Signature: | Date: |
| Mentor's Signature:         | Date: |

# Southern Fulton Teacher Induction Evaluation of Program

To be filled out by inductee

1. Did this program provide the support that you needed to make the transition to the SFSD? Explain.

2. What things would you suggest be added to aid an incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program?

|  | Excellent | Good | Fair |
|--|-----------|------|------|
| Improvement of teaching skills   |           |      |      |
| Adjustment to district and building standards and methods of operation |           |      |      |
| Adjustment to student needs  |           |      |      |
| Assessment of professional development                                 |           |      |      |

Inductee's Signature:

Date:

# Southern Fulton School District Teacher Induction Portfolio

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Teacher

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School



## Southern Fulton School District Mentor Teacher Application Form

Mentoring of new teachers is vital to the continued success of the students and staff at the Southern Fulton School District. New teachers need to be oriented of the policies, procedures, expectations and goals of the district. Mentoring new individuals to the profession and/or district is of utmost importance and a crucial role in shaping the attitude of each new professional. The District is interested in having new teachers become familiar with the curriculum, instructional practices, social processes, and administrative policies of the school district. These concerns will be addressed through the use of the Induction Program. You may wish to become a part of the Program by becoming a Mentor Teacher.

As a mentor teacher, you would be involved with helping the inductees become successful teachers. The following criteria are needed to be a mentor teacher:

1. Participate in mentor training and other in-service programs related to the induction process.
2. Meet with the beginning teacher and building principal/supervisor on a regular basis.
3. Establish rapport as a support person.
4. Assist inductee teachers to identify most immediate and pressing needs (The Needs Assessment).
5. Assist with organization and classroom management.
6. Suggest ways to plan for instruction.
7. Observe teaching and provide feedback.
8. Provide strategies to implement the district's curriculum.
9. Facilitate aspects of the teaching process.
10. Suggest ways to communicate with parents.
11. Serve as a sounding board and mentor on a regular basis.
12. Provide activities to promote a positive self-concept in the beginning teacher at the classroom level, building level, and district level.
13. Participate in peer visitation activities.
14. Promote professionalism.
15. Assist the evaluation of various aspects of the teacher induction process.
16. Complete necessary forms and return to appropriate person(s) in a timely fashion.

I hereby make application for consideration as a mentor teacher. I understand that this application will be given consideration at such time as the need for a mentor teacher in my area exists.

|  |   |
|--|---|
| Name:  | Date:                                       |
| Years of educational experience:   | Years of experience in subject/grade level: |
| Subjects/grade levels taught:  |   |
| Educational experience in district initiatives (STEM, SAP, MTSS, Child Study, etc.): |   |
| Please explain why you want to become a mentor.                                      |   |
| Signature:   |   |

## SFSD Verification Checklist

|                 |                  |
|-----------------|------------------|
| Inductee's Name | Principal's Name |
| Mentor's Name   | Building         |

| <b>Orientation</b>  | DATE | Mentor<br>Initials | Inductee<br>Initials |
|---|------|--------------------|----------------------|
| Distribution and explanation of handbooks, policies, contracts,, curricular materials |      |                    |                      |
| Submission of various district office administrative forms                            |      |                    |                      |
| Meeting and consultation with mentor teacher  |      |                    |                      |
| Mentor/Tenure Process   |      |                    |                      |
| Certification   |      |                    |                      |
| Professional Development  |      |                    |                      |
| Contract Interpretation and Benefits  |      |                    |                      |
| Retirement Planning   |      |                    |                      |
| Continuing Education  |      |                    |                      |
| Contributing to School District   |      |                    |                      |
| <b>Inductee Program to Address the Following</b>                                      |      |                    |                      |
| Dealing with problems of individual students  |      |                    |                      |
| Slow learner in the classroom   |      |                    |                      |
| Classroom discipline  |      |                    |                      |
| Motivating students   |      |                    |                      |
| Dealing with individual differences   |      |                    |                      |
| Assessing students' work  |      |                    |                      |
| Relations with other staff  |      |                    |                      |
| Thinking skills   |      |                    |                      |
| General orientation and housekeeping needs  |      |                    |                      |
| Organization of class work  |      |                    |                      |
| Materials and supplies  |      |                    |                      |

|   |      |                 |                   |
|---|------|-----------------|-------------------|
| Other emerging problems encountered by the inductee   |      |                 |                   |
|   |      |                 |                   |
| <b>Process: The process of induction shall ensure that the first year teacher is familiar with:</b> |      |                 |                   |
| <b>Support Services</b>   | DATE | Mentor Initials | Inductee Initials |
| Guidance services and personnel   |      |                 |                   |
| Librarians and libraries  |      |                 |                   |
| Health services and personnel, custodial  |      |                 |                   |
| <b>Special services and special services personnel</b>  |      |                 |                   |
| A. Director of Special Education/IU resources   |      |                 |                   |
| B. Psychologist   |      |                 |                   |
| C. CYS/Mandated reporting   |      |                 |                   |
| D. Technology   |      |                 |                   |
| E. SAP (Student Assistance Program)   |      |                 |                   |
| F. PBIS/MTSS (Positive Behavior Interventions and Supports/Multi Tiered Systems of Support)         |      |                 |                   |
| G. SCM First Aid CPR  |      |                 |                   |
| <b>Management Functions</b>   | DATE | Mentor Initials | Inductee Initials |
| <i>1. District Level</i>  |      |                 |                   |
| A. Mission statement  |      |                 |                   |
| B. Policies and regulations   |      |                 |                   |
| C. District goals   |      |                 |                   |
| D. District employee benefits   |      |                 |                   |
| E. Comprehensive Planning documents and procedures  |      |                 |                   |
| <i>2. Building Level</i>  |      |                 |                   |
| A. Facility Use   |      |                 |                   |
| B. Procedures and regulations (Safety Plan)   |      |                 |                   |
| C. Requisition process  |      |                 |                   |

|  |      |                    |                      |
|--|------|--------------------|----------------------|
| D. Budgeting procedures                                |      |                    |                      |
| E. Parent/Teacher, public relationships                |      |                    |                      |
| F. Committees  |      |                    |                      |
| G. Departmentalization/Grade level groups              |      |                    |                      |
| H. Scheduling  |      |                    |                      |
| I. Substitutes and Planning                            |      |                    |                      |
| J. Standardized testing                                |      |                    |                      |
| K. Benchmark testing                                   |      |                    |                      |
| L. Student grading                                     |      |                    |                      |
| M. Teacher evaluation (PAETEP Account, SLO, etc)       |      |                    |                      |
| N. PowerSchool   |      |                    |                      |
| O. Technology (Ticketing System)                       |      |                    |                      |
| <i>Classroom Level</i>                                 |      |                    |                      |
| A. Discipline  |      |                    |                      |
| B. Time management                                     |      |                    |                      |
| C. Appearance/atmosphere                               |      |                    |                      |
| D. Record keeping                                      |      |                    |                      |
| E. Safety  |      |                    |                      |
| <b>Instructional Process</b>                           | DATE | Mentor<br>Initials | Inductee<br>Initials |
| Philosophy   |      |                    |                      |
| Curriculum   |      |                    |                      |
| Instructional Standards (Curriculum, SAS Portal)       |      |                    |                      |
| Planning skills  |      |                    |                      |
| Long range (unit planning)/short range (daily lessons) |      |                    |                      |
| Learning styles  |      |                    |                      |
| Active participation                                   |      |                    |                      |
| <i>Evaluation of students</i>                          |      |                    |                      |
| 1. Formative/Summative                                 |      |                    |                      |

|   |      |                    |                      |
|---|------|--------------------|----------------------|
| 2. Correctives/Enrichments                                    |      |                    |                      |
| 3. Honor rolls  |      |                    |                      |
| 4. Promotion/retention  |      |                    |                      |
| E. Time on task   |      |                    |                      |
| <i>Lesson presentation</i>                                    | DATE | Mentor<br>Initials | Inductee<br>Initials |
| A. Warm-up  |      |                    |                      |
| B. Motivation/rationale                                       |      |                    |                      |
| C. Statement of objective                                     |      |                    |                      |
| D. Input/modeling   |      |                    |                      |
| E. Guided practice  |      |                    |                      |
| F. Independent practice                                       |      |                    |                      |
| G. Diagnostic assessment                                      |      |                    |                      |
| H. Closure  |      |                    |                      |
| <i>Factors that influence teaching</i>                        |      |                    |                      |
| A. Voice tone   |      |                    |                      |
| B. Appearance   |      |                    |                      |
| C. Questioning skills   |      |                    |                      |
| D. Attitude   |      |                    |                      |
| E. Mannerisms   |      |                    |                      |
| F. Observations of other teachers                             |      |                    |                      |
| G. Reinforcement  |      |                    |                      |
| H. Cooperative learning                                       |      |                    |                      |
| I. Motivation   |      |                    |                      |
| <b>Communication Process</b>                                  |      |                    |                      |
| <i>Parents</i>  |      |                    |                      |
| Informing parents of classroom and building procedures parent |      |                    |                      |
| Parent conference planning                                    |      |                    |                      |
| Parent conference content (grading, assessment and reporting) |      |                    |                      |

|   |      |                    |                      |
|---|------|--------------------|----------------------|
| <i>Community</i>  |      |                    |                      |
| Public relations  |      |                    |                      |
| Volunteers  |      |                    |                      |
| Soliciting other resources  |      |                    |                      |
| Confidentiality   |      |                    |                      |
| <b>Socialization Process</b>  | DATE | Mentor<br>Initials | Inductee<br>Initials |
| <i>Faculty</i>  |      |                    |                      |
| Introduction of first year faculty and support staff                          |      |                    |                      |
| Attendance at department/building functions throughout the year               |      |                    |                      |
| Involvement of first year teachers in the major events/projects of the school |      |                    |                      |
| <i>Community</i>  |      |                    |                      |
| Acquaint the first year teacher with the community                            |      |                    |                      |
| Provide background on community and organizations                             |      |                    |                      |
| Discuss moral and ethical values of the community                             |      |                    |                      |

|  |       |
|--|-------|
| <b>Building Administrator Use Only (Please check all that apply.)</b>                                    | Check |
| This certifies that the above inductee satisfactorily completed the SFSD Induction program requirements. |       |
| I recommend for continued employment for the second non-tenured year of service to the SFSD.             |       |

|   |            |
|---|------------|
| <b>Attended District Orientation Meeting:</b>     | Date:      |
| <b>Attended Building Orientation Meeting:</b>     | Date:      |
| <b>Participated in Monthly Building Meetings:</b> | September: |
| October:  | November:  |
| December:   | January:   |
| February:   | March:     |
| April:  | May:       |
| <b>Participated in District Trainings:</b>        |            |

| Date | Topic |
|------|-------|
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**Classroom Observations:**

| School & Classroom Visited | Date |
|----------------------------|------|
|                            |      |
|                            |      |

**Board Meeting Attendance:**

|              |  |
|--------------|--|
| <b>Date:</b> |  |
|--------------|--|

